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ABSTRACT

The purpose of this study was to examine problems of evaluating sex bias in textbooks and to analyze the presence of sex bias in high school American history textbooks. Seven editions of "Rise of the American Nation" (Harcourt, Brace & World) were analyzed to determine if the 1982 edition indicated better sex equity than earlier editions (1977, 1972, 1969, 1966, 1964, and 1961). A researcher-designed instrument was adapted from Smith's (1977/1978) numerical comparison and Garcia and Woodrick's (1979) quantitative and qualitative analysis for statements and illustrations. The numerical comparison yielded mixed results with only one category improving consistently over time. Statement and analysis results demonstrated that the 1982 edition indicated better sex equity in all categories when numerical frequencies were compared, with the active categories producing data statistically significant at the .05 level on the chi-square test. Overall statement analysis showed females depicted as active and in traditional roles. Illustration analysis yielded mixed results with overall analysis showing females in more traditional roles and in only slightly more background illustrations. Conclusions imply that although a recent textbook edition indicates better sex equity than earlier editions, supplementary materials should be included until the history of women becomes an integral part of history textbooks. Five pages of references conclude the document. (Author/LH)

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The Problem of Evaluating Sex Bias in Textbooks and an Analysis and Evaluation of Sex Bias in Selected Editions of Rise of the American Nation

by

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Submitted in partial fulfillment of the requirements
for the degree of Masters in Education
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Abstract

The purpose of the study was to determine the methods available to evaluate sex bias in high school American history textbooks and to analyze seven editions of Rise of the American Nation to determine if the most recent edition (1982) indicates better sex equity when compared with the earlier editions (1977, 1972, 1969, 1966, 1964, 1961). A researcher-designed instrument was adapted from Smith's (1977/1978) numerical comparison and Garcia and Woodrick's (1979) quantitative and qualitative analysis for statements and illustrations. The numerical comparison yielded mixed results with only one category improving consistently over time. Statement analysis results demonstrated that the 1982 edition indicated better sex equity in all categories when numerical frequencies were compared, with the active categories producing data statistically significant at the .05 level on the chi-square test. Overall statement analysis shows females depicted as active and in traditional roles. Illustration analysis yielded mixed results with overall analysis showing females in more traditional roles and in only slightly more background illustrations. Conclusions imply that although a recent textbook edition indicates better sex equity than earlier editions, supplementary materials should be included until the history of women becomes an integral part of history textbooks.

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Chapter 1

Introduction

Significance of the Study

The annual observance of Women's History Week marks the recognition of women's place in history. Yet, if in a school system teachers use only one week to incorporate women into the curriculum it further isolates women from history by making them to appear outside a general coverage of history. Instead, integrating women throughout the curriculum moves both male and female students toward a more egalitarian society. Provokingly, Britton and Lumpkin (1977) ask, "Which amendment guarantees all children the freedom to read about themselves as equally worthy humans?" (p. 15).

Traditional curricula are usually focused on a textbook, the primary source of information in a course. The impact a textbook can have is discussed by Crumbly and Copeland (1983), "It may have even more influence than the teacher in shaping the curriculum since it outlines objectives, gives examples for daily lesson plans and activities, and suggests test questions" (p. 24). Textbooks also transmit many forms of bias, including sex bias. Textbook author bias can affect student attitudes and perceptions. For example, Sadker and Sadker (1982) describe the process in the following way:

> If you are a member of [a] minority group or a female, or both, you may find yourself turning page after page before you find a character who represents you. Unfortunately, when minority and female characters do appear, they frequently have only minimal,

> stereotypic roles. As a female or minority reader, you are probably receiving a clear message that you are not as worthy and as important as others, and your self-image might be negatively affected. (p. 83)

Stereotypes, as mentioned by Sadker and Sadker, are only one form of sex bias found in textbooks. Women's contributions to history can be invisible. When Rosen (1971) had students examine information on women, they found "Jane Adams [sic], Susan Anthony, then a few sneeting words about the Suffrage movement and the topic was closed" (p. 541). The irony of the absence of material concerning women is noted by Martin (1982), ". . . although throughout history women have reared and taught the young and have themselves been educated, they are excluded, both as the subjects and as the objects of educational thought, from the standard texts and anthologies" (p. 43).

Other ways in which textbooks perpetuate sex bias are by presenting imbalanced and selective accounts which result in a limited perspective of women's participation in history; unrealistic portrayals of women in history, especially the avoidance of discussions of discrimination; fragmentation or isolation of issues relating to women which result in the implication that these issues are not as important; and linguistic biases which deny women full participation in society as a whole (Sadker & Sadker, 1982, p. 73).

The existence of sex bias in textbooks is recognized by many. This recognition of "Sexism in children's books first became a public issue in October, 1970, when the Feminist Collective on Children's Media..." (Gough, 1976, p. 18) released its findings. Weston and Stein (1978) found that "a majority of educational publishers surveyed are aware of the issue of sexism in textbooks" (p. 14). In a paper

presented at the First Congress on Education, Wilson (1978) cited research studies identifying sex bias in curriculum materials and noted what teachers, school boards, administrators, and parents could do to combat such bias. Nonprofit organizations have been founded to eliminate sexist images and to increase sensitivity to the issue. One organization, The Council of Interracial Books for Children, Inc., has a dual purpose in eliminating both sexist and racist images. The Council on Interracial Books for Children, Inc. (1973) justifies the importance of its work by stating, "Our textbooks have given generations of Americans the impression that nothing of significance happened until inhabited land was touched by a white man" (p. 16). State departments of education have set standards for evaluating social content in instructional materials. The California State Department of Education (1982) in explaining the purpose of its standards expounds, "These requirements imply that instructional materials must also help students to understand both the historical roles and contributions of women..." (p.1).

Bibliographies have also been published in response to the need for aids to the process of identifying sex bias in textbooks (United States Commission on Civil Rights, 1979; Uribe, 1975). Analysis of research is likewise available (Leming, 1985).

Stated simply, the existence of various forms of sex bias in textbooks is recognized by individuals and groups. This implies that a current textbook would be apt to indicate better sex equity when compared with earlier editions of the same textbook, in response to the acknowledgement of sex bias. It seems reasonable to assume that a

current textbook would portray a more balanced portrait of women's history as Tetreault (1984) describes it, "a balanced history of women would include the traditions, experiences, and contributions of both notable and ordinary women" (p. 546). Current textbooks should portray women's history as "social history, the history of families and communities, the history of work (especially household and domestic work), and many other topics" (Charnes, 1984, p. 4). The most recently published textbook should reflect this more than earlier published editions of the same textbook.

Statement of the Problem

What methods can be used to evaluate sex bias in high school American history textbooks?

Does the most recent edition (1982) of Rise of the American Nation indicate better sex equity when compared to the earlier editions? (1977, 1972, 1969, 1966, 1964, 1961)

Definition of Terms

Sex Bias. Conscious or unconscious perceptions regarding gender which assign traits, abilities, and expectations solely on the basis of such being deemed masculine or feminine, disregarding an individual's capabilities and attributes.

Sex equity. Textual and non-textual material designed to meet the special needs of females or males and to eliminate sex bias.

Chapter 2

Review of Literature

Introduction

Although some researchers remain critical towards methods established to evaluate sex bias in history textbooks (Kingston & Lovelace, 1977-1978), methods do exist to aid evaluation on all levels, including the elementary (Weitzman & Rizzo, 1974) and post-secondary (Schmidt & Schmidt, 1971). General methods have documented stereotyped portrayals (Wirtenberg, Klein, Richardson, & Thomas, 1981) and subsuming terms (Burr, Dunn, & Farquhar, 1972). The various methods yield findings in U.S. history textbooks which are commented on by Trecker (1973),

> [It] raises the question of how our country has maintained itself with a 99% male population. These books consistently refer only to men . . . . The pictures, photographs, and paintings chosen for inclusion are almost exclusively about male subjects. Women are rarely chosen as spokesmen [sic], and even books with ample sections of documentary material allot women writers and thinkers no more than the most meager space--if any at all. (p. 110)

Numerous documentary analysis methods are presented in the literature of sex bias in high school United States history textbooks. Documentary analysis procedures may be generally classified as methods which examine solely the textual material and those which examine a combination of textual and non-textual material (e.g., illustrations). The use of the two methods by researchers provide a description of the current status of United States history textbooks.

Textual Evaluation Methods

An extensive descriptive study by Trecker (1971) involved the analysis of 11 U.S. history textbooks and two collections of documents popularly used in high schools. By examining the entries under "women" in the indices, the research is categorized into six areas: (a) revolutionary and early federal periods; (b) rights and reforms; (c) neglected areas; (d) Civil War period; (e) two World Wars; and (f) intellectual and cultural achievements. In each of the areas, the extent of women's involvement as displayed by the textbooks and documents is discussed. Omissions of significant women and their achievements are noted as well as portrayals of women who are most often cited (see Appendix A). Most of the textbooks are adequate on only one of the areas. Trecker found, in general, "a curious pattern of inclusions and neglects, a pattern which presents the stereotyped picture of the American woman--passive, incapable of sustained organization or work, satisfied with her role in society, and well supplied with material blessings" (p. 252).

History-specific descriptive research, such as Trecker's, enables one to grasp the range of sex bias in textbooks. Another approach utilizing qualitative and quantitative techniques for documentation, though not specifically designed for the evaluation of sex bias in high school American history books, can also yield the degree of bias present. The "Garcia-Armstrong Matrix System for Textbooks" (Garcia & Armstrong, 1979) is one qualitative-quantitative technique. The investigator uses the book's index to identify sentences within the

book which mention women by: (a) the group's name (e.g., women); (b) the specific woman (e.g., Margaret Sanger); or (c) the use of a pronoun to identify the group or the specific woman. Upon sentence examination a mark is made in one of the nine matrix cells, which are broken down along the basis of the status indicated and the role being portrayed as active or passive (see Appendix B). Upon completion of the marking of all the sentences, the sum total of all sentences must be arrived at in order to divide each cell's mark by the total to yield a percentage. Comparative analysis can then be made between books. Garcia and Armstrong claim, "the procedure does represent an expansion of techniques presently available . . . . decision-rules that are more operational in nature . . . . flexibility . . . . [and the method is] not complex" (p. 37).

Still another method utilizing qualitative and quantitative techniques to arrive at the degree of sex bias is Pratt's "Evaluation Coefficient Analysis" (ECO Analysis). Like the "Garcia-Armstrong Matrix System for Textbooks," this method is not specifically designed for evaluating sex bias in high school American history textbooks. However, this procedure, involving content analysis, enables one to obtain an accurate analysis of the attitudes expressed by a book towards any group. The method entails perusing each sentence for positive or negative value judgements about women which are used in evaluative, rather than descriptive, terms. Upon completing the examination of sentences, each term is rated and the coefficient is determined. Through the use of the procedure, Pratt (1972) found "it is possible to describe and compare textbooks on an objective basis" (p. 5).

A more widely promoted method of identifying sex bias in a qualitative and quantitative manner is the Council on Interracial Books for Children's instrument (1979). The Women's Checklist is composed of 35 criteria statements covering roles, issues, and individuals in American history. The criteria are rated and scored on a scale which identifies the criteria statements as giving: (a) incorrect information; (b) no information; (c) omits this period; (d) limited information; or (e) full information. A serious drawback to the instrument is the lack of information describing the scale to aid the rater in identifying the proper category into which to insert the criteria. Garcia and Armstrong (1979) also criticize the instrument, "In their [Council on Interracial Books for Children, Inc.] zeal to redress unbalanced textual treatment they have developed criteria that flow from as rigid and slanted historical perspective as that which they propose to redress" (p. 33).

Combined Textual and Non-textual Methods

Arlow and Froschl (1976) conducted a descriptive study utilizing 14 U.S. history textbooks. They examined how women were listed in the index and table of contents, who among women were included, illustrations, minority women, and language. In addition, to assess the portrayal of women's contributions to history, they examined the areas of: (a) the colonial period; (b) rights and reform movements; (c) women and work; and (d) contemporary times. Conclusions from the study focus on the omissions and citations of women and relevant issues in history textbooks (see Appendix C), giving further credence to Trecker's (1971) study. Arlow and Froschl found that "the typical U.S. history textbook devotes one out of its 500 to 800 pages to

women, their lives, and their contributions" (p. 246). When women appear in illustrations, they found the numbers did improve: "one in seventeen is average" (p. 247). Moreover, illustrations of women tended to be humorous; in sharp contrast to the more serious illustrations of men. A simplistic, superficial, and unbalanced portrayal of women was found in the study's four major areas.

A descriptive review for textual and non-textual material based on content analysis was conducted by Kirby and Julian (1981). They examined eight textbooks for the treatment and amount of coverage afforded women. Passages were identified using a large and small letter coding scheme and summarized individually for women and topics. General findings revealed certain women and topics appeared in a majority of the textbooks while controversial topics and women were omitted. Furthermore, while objective and balanced material was found, the opposite also held true (see Appendix D). Specifics for textual and non-textual material are included in the study's general conclusions. Among the conclusions, Kirby and Julian found that:

> some passages did not place women's concerns in the mainstream of American history . . . . In some cases, women did not appear as full-fledged adults . . . . Some charts, graphs, and diagrams displayed male sketches as typical of both males and females . . . . Numerous pictures in all texts demonstrated clearly the presence of women in American history. (p. 206)

A content analysis method to scrutinize social studies books was developed by Blankenship (1984). Books are examined for information on important females, women's issues, photographs and illustrations, and sexist language. Frequency tabulations are made in each area. The method is designed to be used in any social studies area.

Employing the method, Blankenship found economics books "available to students in the 1970s were, with few exceptions, overwhelmingly sex-biased" (p. 282). This content analysis method, although wide in its coverage, shares the major drawback of all content analysis methods: the subjectivity of the researcher. Blankenship uses phrases such as "sufficient information," "deal adequately," and "deal effectively" (p. 283). Although there is an expansion in sub-categories, an individual utilizing the method may still be affected by personal experience.

Reid (1983) used a dual data-gathering technique involving content analysis and an historical survey of primary sources for analysis of text material. Through a review of primary source materials the women's topics for the content analysis emerged. The most significant findings, as related to the present researcher's goals, are that leadership and employment received more attention than civil rights, political rights, women out of the mainstream, home, and education and that a comparison of 1970s and 1980s editions showed no significant differences in the treatment of women's topics (p. 3655A). Non-textual material analysis consisted of a separate, subjective study. Conclusions showed that women were underrepresented as central figures but appeared as positive role models with little change in the presentation of women when the 1970s and 1980s editions were compared.

Included within a comprehensive report detailing 11 high school history programs, the "Selector's Guide for High School United States History Programs" (1978-1979) quantitatively details minority representation (which includes American Indians, black Americans, and

women) in comparison to the other programs examined. The comparisons are based solely on a review of chapter content and index entries. The report makes it clear that no qualitative judgements are made while noting "no serious misrepresentations or distortions" (p. 11). The report also suggests further characteristics to investigate which it chose not to. These might include fairness in depicting people, factual accuracy and completeness in reporting events and trends, and up-to-date information. The findings are reported as being below average, average, or above average, with additional information on weak or strong areas. Of special interest are the findings on Todd and Curti (1977) which state, "[the] scope of coverage of . . . women in American history [is] judged to be above average when compared to other programs analyzed" (p. 26). Thus, in general, although women's coverage in texts is deemed inadequate by many studies, when compared with other high school history textbooks the Todd and Curti (1977) book does fare well.

A study combining qualitative and quantitative methods for textual and non-textual material was carried out by Garcia and Woodrick (1979) to determine, through a longitudinal study, whether eight U.S. history texts portrayed white and non-white females in a sexist manner. The texts were evaluated qualitatively using Pratt's "ECO Analysis" (see previous discussion). Data results were categorized by sentence and illustration analysis, each in its own matrix, yielding category combinations such as 2-3-6 and b-3-6 (see Appendix E). For sentence analysis, Garcia and Woodrick found that "females are depicted as passive individuals and in traditional roles . . . . [with] a gradual

increase of content describing females as active and in traditional and non-traditional roles (1-3-6, 1-4-6) and females as passive and in non-traditional roles (2-4-6)" (p. 19). Furthermore, non-white females are portrayed in a more balanced manner than white females. The findings for illustration analysis revealed that "females are depicted in traditional roles and associated with few evaluative terms (f-3-6, b-3-6). The results, however, indicate that the majority of the texts depict women in the foreground and not in the background" (p. 19). Citations of individual women are also included (see Appendix F).

A longitudinal study based on 18 high school history textbooks published from 1959 until 1976 was conducted by Smith (1977/1978). Criteria which composed the evaluative instrument (see Appendix G) enables the findings to be revealed through a numerical comparison between the number of times males and females are presented. Smith found that "females are less represented in United States high school history texts in terms of coverage or space, but over represented in stereotypical roles such as occupations related to the home. Most history texts are still . . . dominated by males" (p. 4723A). The conclusion that there has been "little substantive change in the treatment of females over the period under investigation" (p. 4723A) is borne out by other studies.

An outline of criteria to be examined in high school textbooks, although not for history specifically, has been developed by Ferguson and Smith (1976). The criteria include: (a) visibility; (b) role models; (c) behavior; (d) language; and (e) parallel treatment.

Visibility involves the ratio of males to females in both the textual and non-textual portions of the textbook. Ferguson and Smith suggest that "in history textbooks one could tally the ratio of males to females portrayed in the categories of politics, social endeavors, economics, the arts, and so on" (p. 64). Role models concentrate on the nature of the portrayal of people in occupations and lifestyles. Behavior of males and females is reduced to specific characteristics of active mastery of the environment or dependence on the environment. Language involves linguistic considerations. Parallel treatment analyzes the extent to which males and females are treated equally when both are being described simultaneously. Upon mastery of the criteria, frequencies and percentages are obtained for each category. As the final step, overall conclusions should be arrived at based on the criteria and general impressions.

In addition to the types of methods previously described to evaluate textual and non-textual material for sex bias there are also numerous checklists (Awareness of Sexual Prejudice is the Responsibility of Educators, "ASPIRE", 1979; Burns, 1979; Kofke, 1978; National Education Association, "NEA", 1973; Stiegler, 1981; Women on Words and Images, 1979). The checklists vary in their similarities and differences of applicability, format, and coverage.

The applicability of the six checklists to the evaluation of sex bias in high school American history textbooks is sound. However, although all six checklists can be applied to the secondary level, only two of them are specifically designed to be used on that level (ASPIRE; Burns). Furthermore, only three are developed for the

specific use in history (Burns; Kofke; NEA). Other specific applications include one of the checklists covering sex bias under a general coverage of minorities (NEA) and two of the checklists being suitable at any grade level and in any subject area (Stiegler; Women on Words and Images).

The format of the checklists vary in both the method of presentation of items to be analyzed and the method for categorizing answers. Items are most often presented in either the form of a statement (Kofke) or a question (ASPIRE; NEA; Stiegler; Women on Words and Images). There is a wider range of methods for categorizing the answers. ASPIRE categorizes by compiling a numerical comparison between males and females within the checklist's coverage. Burns identifies items on a scale which only includes slight and severe bias. NEA and Stiegler both utilize answer categories comprised of yes, no, and not applicable. No method for categorizing answers is found in either Kofke or Women on Words and Images. All of the checklists, except for the method utilizing numerical comparisons, lack general usage guidelines, whether it be for identifying sex bias as slight or severe, or the extent of answering in the affirmative or negative.

Coverage of areas in which sex bias may occur in a textbook varies among the checklists. They all do cover both textual and non-textual material. However, their depth of coverage ranges from a checklist with rather open-ended categories (Burns) to a checklist with well-defined categories (Women on Words and Images). Most of the checklists do include evaluation of sex bias through language usage, roles and/or occupations, and physical characteristics/appearances.

Others include categories for active and passive behaviors and traits, and the topics included or omitted from the textbook.

Conclusion

Methods for evaluating sex bias in high school history textbooks may concentrate solely on the textual material or combine the textual with non-textual material evaluation. They range from descriptive studies, some with a content analysis basis, to quantitative and qualitative methods, to checklists.

Chapter 3

Research Procedures

Sample

The sample consists of seven editions of Rise of the American Nation (1961, 1964, 1966, 1969, 1972, 1977, 1982). This high school American history textbook was chosen for analysis because current editions were used by this researcher from 1980 through 1984 in classes at Zion-Benton Township High School in Zion, Illinois.

Instruments

The instruments used in the research have been adapted from the studies by Garcia and Woodrick (1979) and Smith (1977/1978), aided by Ferguson and Smith's criteria (1976) and studies by Arlow and Froschl (1976), Kirby and Julian (1981), and Trecker (1971).

Process

Method. A longitudinal study involving content analysis was mounted to measure changes in the treatment of women. Each edition of the textbook was analyzed for textual and non-textual content, first using an adaptation of Smith's numerical comparison and then using an adaptation of Garcia and Woodrick's quantitative and qualitative analysis.

The texts were first examined for sex equity by an examination of the number of: (a) female consultants; (b) specific women listed in the index; (c) specific women listed in the identification and

questions of the section surveys; and (d) specific women named in the text. The texts were then perused in their entirety and evaluated qualitatively by labeling behaviors active mastery or dependence and roles as traditional or non-traditional. The following decision rules for behavior were followed: (a) active mastery--the individual more commonly acts on its environment due to a solid sense of power, the individual is a dominant character in the sentence and is a foreground figure in illustrations; and (b) dependence--the individual more commonly reacts to its environment due to an inability to take responsibility for one's own behavior, the individual is a subordinate character in the sentence and is a background figure in illustrations.

To distinguish between traditional and non-traditional roles, Garcia and Woodrick's first ground rule was followed which stated, "these roles popularly associated with females were arbitrarily labeled 'traditional': mother, seamstress, housewife, servant, and school teacher" (p. 19). In essence, any role depicting females in a role which showed them assisting and caring for others was labeled traditional. In addition, traditional roles also included the females Garcia and Woodrick identified based on Harold Rugg's reference along with any female listed concurrently by Arlow and Froschl, Kirby and Julian, and Trecker as being cited (see Appendix H).

Assumptions. The design of the study hinges on two assumptions. First, with regards to the list of females listed as "traditional," it is assumed that these are the women most commonly portrayed in history textbooks. Second, it is supposed that others utilizing this instrument would get similar outcomes.

Limitations. Due to a lack of assistance in carrying out a study on sex bias in textbooks, the researcher found it necessary to design a study which could be carried out by one person. This involved limits on the complexity of the design with regards to time and energy.

The study is further limited by the definitions inherent in the design. Contemporary definitions are used in categorization of females as opposed to definitions that were in use at the time under discussion. This is particularly relevant to note in regards to occupations. For example, in the 1860s women broke prejudicial barriers by obtaining office jobs, but by modern standards such jobs are considered traditional and are categorized as such.

Analysis of the Data

A numerical comparison chart was used to categorize the results of the first part of the study. A four-cell matrix was employed to categorize the data results of the sentence and illustration analysis. For sentence analysis, the categories involved: (1) active mastery behavior; (2) dependence behavior; (3) traditional role; and (4) non-traditional role. In a sentence, a female character either displays active mastery or dependence behavior and is shown in either a traditional or non-traditional role (see Figure 1).

Figure 1

Qualitative Analysis of Sentences Describing Females

Active Mastery Behavior $_1$	Traditional $_3$

(figure continues)

Dependence Behavior $_2$	Non-Traditional $_4$

A four-cell matrix was also used to categorize illustrations and photographs. The categories involved: (1) active mastery behavior in the foreground; (2) dependence behavior in the background; (3) traditional role; and (4) non-traditional role. In a picture, a female character is either in the foreground or the background and is either in a traditional or non-traditional role, as shown in Figure 2.

Figure 2

Qualitative Analysis of Illustrations Describing Females

Foreground $_f$	Traditional $_3$
Background $_b$	Non-Traditional $_4$

The four-cell matrices, by design, are limited in the results which they can yield. The sentence analysis is restricted to the following combinations: 1-3, 1-4, 2-3, and 2-4. The illustration analysis is restricted to yield categories of f-3, f-4, b-3, and b-4.

Chapter 4

Analysis and Interpretation of the Data

Introduction

The data generated by the longitudinal study were classified and presented in the order in which each item appeared on the evaluative instrument developed. The two segments of the study each yielded numerical findings, allowing comparisons between the seven editions of Rise of the American Nation. Special mention should be made of six specific editions of the text. The 1950 edition of Rise of the American Nation is not included because of its unavailability. The 1964 edition is an exact reprint of the 1961 edition except for a 31 page 1964 supplement. The 1969 edition is a duplication of the 1966 edition except for a 31 page supplement entitled "The Nation in the Late 1960's: A Time of Testing". And the 1972 edition differs from all other editions with added sections entitled "History and the Social Sciences".

Results

The first part of the study did not demonstrate overall increases in each category examined. Table 1 shows only one of the five categories, females listed in the index, improving consistently over time. However, if the 1972 and 1977 editions are disregarded, improvement is shown in all categories with the 1982 edition demonstrating better sex equity than all other editions.

Table 1

Numerical Comparison of Females

Item	Editions						
	1961	1964	1966	1969	1972	1977	1982
Consultants	1	1	1	3	4	3	4
Listed in Index	47	47	50	50	51	105	116
Listed in Section Survey: Identification	12	12	15	15	13	37	50
Listed in Section Survey: Questions	4	4	5	5	2	2	7
Named in Text	54	55	60	60	58	129	92

The second part of the study entailed comparison of statements and illustrations. Once again no steady pattern of improvement in statements is found, as evidenced by Table 2. Statement analysis shows only a very slight increase in all categories over editions until 1972. The 1972 edition shows a drop in frequencies in all categories, most likely as a result of eliminating textual material to compensate for the added sections. The 1977 edition then shows an increase in four of the five statement categories. The 1982 edition demonstrates an increase in all categories, indicating better sex equity.

Table 2

Comparison of Frequency and Quality of Statements (N = 2,549) Describing Females in Rise of the American Nation

	Editions						
Quality	1961	1964	1966	1969	1972	1977	1982
1-3	84	85	116	116	84	139	163
1-4	89	89	91	91	88	238	269
2-3	76	76	88	88	82	131	161
2-4	15	15	16	16	8	15	20
Total Statements	264	265	311	311	262	523	613

Note. 1 = active; 2 = dependent; 3 = traditional; 4 = non-traditional

A chi-square test was done to determine if the 1961 and 1982 editions have significantly different distributions. As noted in Table 3, the active categories produced data which were significantly different at the .05 level but the dependent categories did not.

Table 3

Statistical Analysis of Statement Results

	Editions		
Quality	1961	1982	x^2

(table continues)

Quality	Editions 1961	1982	χ^2
1-3	84	163	5.9901
1-4	89	269	
2-3	76	161	1.5947
2-4	15	20	

Overall, females are depicted as active individuals and in traditional roles as evidenced by Table 4. An increase in all categories, the 1972 edition notwithstanding, suggests time is an important variable.

Table 4

Comparison of Frequency and Quality of Statement Dichotomies

	Editions							
Quality	1961	1964	1966	1969	1972	1977	1982	Total
Traditional (1-3, 2-3)	160	161	204	204	166	270	324	1,489
Non-traditional (1-4, 2-4)	104	104	107	107	96	253	289	1,060

(table continues)

Quality	Editions 1961	1964	1966	1969	1972	1977	1982	Total
Active (1-3, 1-4)	173	174	207	207	172	377	432	1,742
Dependent (2-3, 2-4)	91	91	104	104	90	146	181	807

To determine if the frequencies were distributed differently between the 1961 and 1982 editions a chi-square test was done. Table 5 shows that the traditional/non-traditional dichotomy produced data which were significantly different at the .05 level but the active/dependent dichotomy did not.

Table 5

Statistical Analysis of Statement Dichotomy Results

Quality	Editions 1961	1982	x^2
Traditional	160	324	4.4830
Non-traditional	104	289	
Active	173	432	2.1070
Dependent	91	181	

Illustration analysis demonstrates even more mixed results in frequencies of all categories as shown in Table 6. Until the 1972 edition an increase is shown in f-3 and f-4. A decrease then occurs in foreground illustrations. The 1977 edition shows a minimal increase in f-3 illustrations and a slight increase in f-4 illustrations. The 1982 edition decreases in the f-3 category while remaining the same in f-4. Background illustrations are similarly mixed. An increase in the frequency of the b-3 category occurs until 1982 when a marked drop occurs. The b-4 category shows a drop occurring in 1966 but an increase beginning in 1969 until 1982.

Table 6

Comparison of Frequency and Quality of Illustrations (N = 698) Describing Females in Rise of the American Nation

	Editions						
Quality	1961	1964	1966	1969	1972	1977	1982
f-3	27	28	43	45	35	36	34
f-4	8	8	10	14	13	23	23
b-3	21	23	29	31	70	79	43
b-4	6	6	4	7	11	14	7
Total Statements	62	65	86	97	129	152	107

Note. f = foreground; b = background; 3 = traditional;
4 = non-traditional

A chi-square test was once again performed between the 1961 and 1982 editions. As Table 7 shows, the data were not significantly different at the .05 level.

Table 7

Statistical Analysis of Illustration Results

Quality	Editions		x^2
	1961	1982	
f-3	27	34	2.9703
f-4	8	23	
b-3	21	43	.8447
b-4	6	7	

Overall, illustration analysis depicts females in more traditional roles and in only slightly more background than foreground illustrations, as shown in Table 8. The 1982 edition shows a drop in the frequency of illustrations depicting females in all categories.

Table 8

Comparison of Frequency and Quality of Illustration Dichotomies

(table continues)

Quality	Editions							Total
	1961	1964	1966	1969	1972	1977	1982	
Traditional (1-3, 2-3)	48	51	72	76	105	115	77	544
Non-traditional (1-4, 2-4)	14	14	14	21	24	37	30	154
Foreground (f-3, f-4)	35	36	53	59	48	59	57	347
Background (b-3, b-4)	27	29	33	38	81	93	50	351

Once again, the chi-square test demonstrated the 1961 and 1982 editions were not significantly different at the .05 level, as noted in Table 9.

Table 9

Statistical Analysis of Illustration Dichotomy Results

Quality	Editions		x^2
	1961	1982	
Traditional	48	77	.6070
Non-traditional	14	30	

(table continues)

Quality	Editions		x^2
	1961	1982	
Foreground	35	57	.1601
Background	27	50	

Chapter 5

Conclusions

Summary of Study

The purpose of this study was two-fold. First, to identify the methods discussed in the literature to detect sex bias in high school history textbooks. Upon identifying and adapting a method, the study examined seven editions of Rise of the American Nation to determine if the most recent edition demonstrated better sex equity when compared with earlier editions. Frequency tabulations and statistical analysis yielded mixed results.

Conclusions

The results of the analysis of frequency tabulations were mixed. The 1982 edition of Rise of the American Nation did not show better sex equity in all categories when compared with earlier editions. The 1982 edition did show an increase in the number of female consultants, females listed in the index, and section surveys. However, in the text the frequency of specific women mentioned dropped when compared with the 1977 edition, although an increase is noted when compared with the 1961 edition.

Statement analysis is more straightforward. The 1982 edition depicts an increase in references to women. However, longitudinally the increase isn't consistent.

Illustration analysis is far more mixed than any other. The 1982

edition shows a marked drop in illustrations depicting females when compared to the 1977 edition.

Generally, women are still shown in traditional roles. References made towards women tend to be only one sentence and in a sporadic way. When women are discussed at any length they are women who are classified as traditional, e.g. Jane Addams, Dorothea Dix.

Information that appeared in early texts continues to appear in later editions, with only slight revision. There is little reflection of an incorporation of contemporary scholarship and perspective. Time does seem to be a variable, however minimal, in the inclusion of women and their roles. Beginning with the 1977 edition the consultants begin using the phrase "men and women," replacing the previous word "men" in the same sentences. By the 1982 edition some women have roles aside from being a wife, e.g. Narcissa Whitman becomes a minister. Furthermore, rephrasing sentences puts emphasis on the roles women played.

A curious footnote appearing in the 1977 edition also deserves mention, since it is not included in the 1982 edition. The footnote states: "The term 'men' used in the Declaration, the Constitution, and many other documents in American history really means 'people' and refers to women and children as well as men" (Todd & Curti, p. 107). The consultants obviously felt the need in the earlier edition to attempt to cover up the sex bias present in historical documents but in the later edition felt there was no such need.

Further study of Rise of the American Nation is needed. Of highest importance would be an examination of the 1950 edition

utilizing the researcher-devised method. Additional research could be done to analyze the inclusion of male subjects to allow for a comparison with the female subject results generated in the current study.

Across-the-board standards for analysis of sex bias do not exist to determine its extent within a history textbook. Therefore, an individual's subjectivity is present when evaluating a textbook. Through the examination of various editions of the same textbook, the hope of objectivity is present. And the 1982 edition of Rise of the American Nation, a traditional high school history textbook, does show better sex equity in some areas when compared with earlier editions. But even more improvement is needed. Until the history of women becomes an integral part of history textbooks, teachers would do well to include supplementary materials.

Appendix A

Trecker's (1971) Findings

Revolutionary and Early Federal Periods

Omissions. Colonial women's legal and social position

Religious prejudices

Education

Citations. Pocahontas

Anne Hutchinson

Rights and Reforms

Omissions. Anne Howard Shaw

Carrie Chapman Catt

Abigail Duniway

Alice Paul

Women abolitionists

Sojourner Truth

Black lecturers, educators, abolitionists

Journalists

Citations. Susan B. Anthony

Elizabeth Cady Stanton

Lucretia Mott

Passage of 19th amendment

Seneca Falls Convention of 1848

Gibson girl

Harriet Beecher Stowe

Jane Addams

Dorothea Dix

Ida Tarbell

Harriet Tubman

Neglected Areas

Omissions. Birth control

Margaret Sanger

Work

Early labor movement

Frontier farms and settlements

Citations. Lowell mills

Knights of Labor

Sacajawea

Civil War Period

Omissions. Impact of war

Variety of jobs held

Mary Bickerdyke

Black women's post-war problems

Black women's efforts to establish schools and self-help agencies

Citations. Entry into nursing

Clara Barton

The Two World Wars

Omissions. WW I activities

Later stages of rights movement

Variety of jobs held

Post-war era information

Present day information on discrimination

Citations. Fashions

Flappers

Irene Castle

Alice Roosevelt

Frances Perkins

Women's military corps

General social and political changes

Intellectual and Cultural Achievements

Omissions. Emily Dickinson

Margaret Fuller

Edith Wharton

Ellen Glasgow

Eudora Welty

Pearl Buck

Contemporary art

Dance

Isadora Duncan

Martha Graham

Ruth St. Denis

Stage and screen acting

Singers

Citations. Harriet Beecher Stowe

Willa Cather

Margaret Mitchell

Edna St. Vincent Millay

Appendix B

Garcia-Armstrong Matrix

ACTIVITY/ PASSIVITY	1 No reference to status vis a vis other named groups	2 Indication of status equal to or higher than that of other named groups	3 Indication of status lower than that of other named groups	
No reference to activity or passivity of target group				A
Activity characterizes target group				B
Passivity characterizes target group				C

Appendix C

Arlow and Froschl's (1976) Findings

Omissions

Sojourner Truth

Margaret Sanger

Rose Schneiderman

Mother Jones

Mary McCleod Bethune

Margaret Fuller

Elizabeth Blackwell

Art, theatre, dance

Pictures, photographs, paints

Minority women (American
Indian, Chicano, Puerto
Rican, Asian)

Special problems and achievements
of the black slave woman

Katherine Ferguson

Sarah Douglass

Mary Church Terrell

Ida Wells Barnett

Contemporary black women

Citations

Special indexing for women

Pocahontas

Anne Hutchinson

Susan B. Anthony

Elizabeth Cady Stanton

Lucretia Mott

Amelia Bloomer

Harriet Beecher Stowe

Jane Addams

Dorothea Dix

Carry Nation

Sacajawea

Clara Barton

Frances Perkins

Eleanor Roosevelt

Harriet Tubman

Subordination of wives

Male bias of language

Colonial period

Omissions. Primary and secondary source material

Activities

Elizabeth Poole

Anne Bradstreet

Lives and work

Citations. Masculine image portrayed

Notable women take secondary positions to men

Abigail Adams

Rights and Reform Movements

Omissions. Balanced pictures of roles

Seneca Falls Convention

Citations. Superficial treatment of suffrage

Bloomer costumes

Summarizing statements simplistic

Women and Work

Omissions. Overworked and underpaid

Effect on family and community life

Outnumbered men in clothing industry

Organized strikes

Supported male unions

Fight to end child labor abuses and poor working conditions

Contemporary labor problems

Farm, frontier, Civil War work

Household and volunteer work

Writers, artists, dancers

Citations. Textile mills

Prejudice against participation

Little information

Contemporary Times

Omissions. Current legal challenges to discrimination

Birth control

Sex-role socialization

Appendix D

Kirby and Julian's (1981) Findings

Omissions

Charles Perkins Gilman

Margaret Sanger

Controversy between feminists and black men over the 14th amendment

Sexual use of slave women

Black-white racial controversy

Citations

Queen Elizabeth I

Dorothea Dix

Harriet Beecher Stowe

Harriet Tubman

Ida Tarbell

Jane Addams

Indian women

Factory work, pre-1861

Factory work, circa 1870-circa 1910

Temperance

Women's rights activities, circa 1975-circa 1920

Elizabeth Cady Stanton

Susan B. Anthony

Civil War coverage

Frontier coverage

Objective and balanced

Queen Elizabeth I

Uncle Tom's Cabin

Temperance movement

Not objective nor balanced

Jane Addams

Senate members in 1972

Witch trials of New England

Plymouth colonists

Appendix E

Garcia and Woodrick's (1979) Matrices

Qualitative Analysis of Sentences Describing Females in Selected Textbooks

Active 1	Traditional 3	Evaluative 5
Passive 2	Non-Traditional 4	Non-Evaluative 6

Qualitative Analysis of Illustrations Describing Females in Selected Textbooks

Foreground f	Traditional 3	Evaluative 5
Background b	Non-Traditional 4	Non-Evaluative 6

Appendix F

Garcia and Woodrick's (1979) Findings

Citations occasionally found

Grandma Moses

Mrs. [sic] Rosa Parks

Eleanor Roosevelt

Rachel Carson

Claudette Colbert

Joan Baez

Barbara Jordan

Citations frequently found

Sacajawea

Pocahontas

Sojourner Truth

Harriet Tubman

Anne Hutchinson

Jane Addams

Elizabeth Cady Stanton

Susan B. Anthony

Amelia Jencks Bloomer

Henrietta Johnson

Helen Hunt Jackson

Belle Boyd

Ellen Richards

Harriet Murray

Lucy Stone

Mary Lyon

Lucretia Mott

Sarah Grimke

Angelina Grimke

Frances Wright

Abigail Adams

Appendix G

Smith's (1977) criteria items

Authors or co-authors of texts

Consultants

Editors

Pictures

References

Quotations

Page coverage

Persons named in texts

Subjects or topics

Persons to be remembered

Persons listed in the index

Occupations in the home

Occupations outside the home

Dominant central figure

Active characters

Passive characters

Appendix H

Traditional Roles

Abigail Adams

Jane Addams

Susan B. Anthony

Joan Baez

Clara Barton

Amelia Jencks Bloomer

Rachel Carson

Claudette Colbert

Dorothea Dix

Angelina Grimke

Sarah Grimke

Julia Ward Howe

Anne Hutchinson

Barbara Jordon

Mary Lyon

Grandma Moses

Lucretia Mott

Rosa Parks

Pocahontas

Eleanor Roosevelt

Sacajawea

Elizabeth Cady Stanton

Lucy Stone

Harriet Beecher Stowe

Ida Tarbell

Harriet Tubman

Frances Wright

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